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ABSTRACT

This document contains resources related to parent involvement in the school-to-work initiative from elementary school through high school and beyond. The first section contains reprints of the following five articles and documents: "Family Matters...in School-to-Work Transition" (Wendy L. Way, Marilyn R. Rossman); "Learning to Work: How Parents Nurture the Transition from School-to-Work" (Wendy L. Way, Marilyn R. Rossman); "Parent Guide: How to Prepare Your Children for Work" (Wendy Schwartz); "Parent Involvement in School-to-Work" (National School-to-Work Learning and Information Center); and "Parents and the School-to-Work Transition of Special Needs Youth" (Bettina A. Lankard). The guide also contains an annotated bibliography listing 25 print and videotape materials. Each listing provides information on author, series if applicable, format, content, and availability. Materials for inclusion in the bibliography were selected from a search of the ERIC (Educational Resources Information Center) database on DIALOG, World Wide Web, and the Florida School-to-Work Clearinghouse databases. Lists of 44 national organizations, 6 Florida organizations, and 9 organizations in other states with relevant resources also are included.

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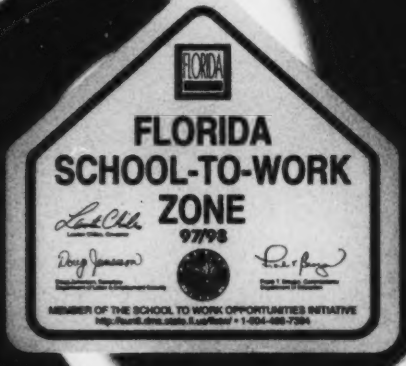
Getting Parents Involved in School-to-Work



A RESOURCE GUIDE

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Getting Parents Involved in School-to-Work

A RESOURCE GUIDE

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INTRODUCTION

Involving parents in the **School-to-Work** initiative from elementary school through high school and beyond is one of the most important steps in ensuring the success of the initiative. Parents are natural and essential partners in the transition because their hopes for their children complement and extend the other partners' goals.

This document presents an annotated bibliographic listing of materials related to parent involvement. Availability information has been provided for each item listed. Also included are reprints of several articles and documents, as well as a list of organizations with relevant resources.

This compilation was developed to assist in the efforts to enlist parents as active partners, and to help them realize that **School-to-Work** transition allows each child to explore his or her unique dream, whether it leads to a vocational career or a career that requires a professional degree.

Materials for inclusion in this bibliography were selected from a search of the ERIC (Educational Resources Information Center database on DIALOG), WWW (World Wide Web), and the Florida School-to-Work Clearinghouse databases.

For additional information, contact Florida School-to-Work Clearinghouse, 251 Sliger Building, 2035 E. Dirac Drive, Tallahassee, FL 32310, (800) 428-1194 or (850) 644-5549.

ARTICLES

Lankard, Bettina A. 1993. *Parents and the School-to-Work Transition of Special Needs Youth.* Columbus, OH: ERIC Digest No. 142. ERIC Clearinghouse on Adult, Career, and Vocational Education.

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Family Matters . . . in School-to-Work Transition

A Research Update for Policymakers and Educational Leaders

MDS-807

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The Importance of Families

As never before, the nation is focused on improving the school-to-work transition for youth and adults. Families play a crucial role in the workplace readiness of their members. Education leaders and policymakers need to understand how families contribute to readiness for work, and to explore ways to enhance and improve families' participation.

Leaders such as the U.S. Education Secretary Richard Riley have recognized the importance of family, characterizing it as "life's first teacher," and emphasizing its place in nurturing educational success. As Marshall and Tucker wrote in *Thinking for a Living*, "it will do the country little good...to restructure schools unless we make families better learning systems and include families as integral components of restructured schools." Since the family is in a position to exert influence both before and after job prep interventions by schools, it makes sense to improve our understanding of its role.

Yet the family is usually overlooked or downplayed as a contributor to school-to-work programs. The 1994 School to Work Opportunities Act targets families, for example, for just two roles: contributors to career exploration and choice, and partners in designing and administering educational programs. Despite establishing a national education goal for parental involvement in schools, *Goals 2000: The Educate America Act of 1994* makes no specific connection between education for work and parental involvement in education.

Changing Families

Why is the family's essential role in enhancing education for work not better understood? One reason is that Americans are used to isolating family life from work life. Many of today's adults grew up in the 1950's when the typical family was comprised of a male breadwinner, children, and a stay-at-home wife and mother.

This configuration now represents only about 7% of all U.S. families. Today, two-thirds of all women work outside the home, including about two-thirds of all mothers with children and almost half of all mothers with children under a year old. Clearly, workforce education policy and practice cannot continue to separate family and work according to a model of the family based in the past.

Gender Roles

Society's gender roles have a strong effect. Male experience is often taken to be the standard, and therefore policy is often designed primarily from the male viewpoint. In male experience, it's easier to separate work from family. For instance, it is still more socially acceptable for men to put occupational work ahead of family work (e.g. staying late at the office or plant; traveling on business) and for women to put family work ahead of occupational work (e.g. staying home with a sick child). This male experience standard is frequently applied in developing educational policy related to work. In addition, several unexamined assumptions limit the recognition of the family's role. These include:

- the assumption that the family contributes to preparation for work mainly before adulthood.
- the assumption that the only aspects of family functioning that bear on school-to-work transition are planned parental involvement in academic work or specific career development activities.
- the assumption that there is little meaningful interaction between occupational work roles and other life roles such as family.

Recent research has revealed that these assumptions are by no means valid across the board. Lessons from Life's First Teacher: The Role of the Family in Adolescent and Adult Readiness for School-To-Work Transition, a recent study from the National Center for Research in Vocational Education, paints a richer picture of the complex family roles in influencing school-to-work transition readiness.

The Study

Readiness for School-to-Work Transition has been analyzed as consisting of career maturity (vocational identity and career decision) and work effectiveness skills (past work performance, ability to compete for employment, and future capacity for advancement in a chosen occupation). NCRVE's study analyzed how relationships among individual and family background characteristics, family functioning styles, and individual learning strategies affect these work readiness indicators.

Policy aimed at enhancing parental involvement in schooling usually targets parent-to-child interactions about children's career exploration, and activities like participation in schoolwork. These authors discovered that in reality, the day-to-day background functioning style of the family has as direct an impact on the work readiness of students as more obvious activities.

Proactive Families

Families which maximize work readiness operate in proactive ways. These families:

- are well-organized, cohesive and expressive
- speak their mind and manage conflict positively
- seek out ways to grow and have fun
- make decisions with reasoned discussion and democratic negotiation.

Behaviors like these encourage members to explore their world more broadly by developing a sense of personal security, developing confidence in expressing oneself and making one's own decisions, and developing organizational skills and ways to manage conflict. All these qualities are essential for work readiness.

Proactive families also help children develop learning skills which are useful in their school careers. In order to learn well, individuals need personal characteristics such as intrinsic and extrinsic motivation; self-efficacy; and critical thinking. And work readiness itself depends on these learning capacities.

Inactive Families

Families which are more inactive have a poor effect on school-to-work transition. These families seem unable to function well either because they cannot set guidelines, or because they don't pursue interests that involve places and persons outside the family, or because they use a *laissez-faire* rather than proactive approach to family matters. Such habitual ways of functioning make it more difficult for adolescents to develop self-knowledge and to differentiate their own goals from their parents' goals.

Authoritarian Families

Authoritarian families seem to encourage students to indicate plans to continue with education beyond high school, perhaps as a response to family pressure. However, these families make no contribution to school-to-work transition readiness, defined as career maturity and work effectiveness skills.

Strong Work Values

The study also found that strong work values in a parent's family of origin improve school-to-work readiness in both youth and adults. These values may include:

- Be your own person; don't be overly dependent.
- Accept differences among people.
- Be helpful to others.
- Be responsible for your own actions.
- Choose work where there's opportunity for advancement.
- Match personal interests and skills to the job requirements.
- Find work that gives the chance to do something personally fulfilling.

Adolescents' Voices

Some of the ways families influence work readiness are clear-cut. Parents can:

- help children financially by paying for schooling
- convey expectations. One teenage student describes his parents as "always pushin' me to be better. I guess than what they had. They always said you know, you need to go to college and get a career you know, to be something."
- communicate words to live by
- provide career information and networking contacts.

As discussed, the day-to-day functioning style of the family is also a powerful influence. Qualities such as support, interest, and openness can give kids a tremendous boost. One adolescent reported: *My parents are behind me no matter what I do. It's basically whatever I've decided. Just when I need to talk to them, they're always there. If I need their help, like with a decision, I'll ask them like, what they think, and then from there like I can decide what I should do.*

Other behaviors can be experienced as pushing or controlling. Another adolescent complained:

"It got to that point where they were pushin' me just a little too hard and a little too fast. Change is hard...for awhile there I was really, you know, reconsidering, am I doing this for them or am I doing this for me."

In other experiences, the family serves as a context for interpreting realities associated with work. This occurs through:

- workplace stories
- anxiety about children's future
- modeled work behaviors.

"My mom was very determined to get into what she wanted to do, which was the airline. It was kinda neat to watch her, you know, struggle to get where she wanted. And she ended up getting what she wanted. And that kinda helped me. If you try hard enough for long enough, you'll get it."

Policy Recommendations

Today's educational reform initiatives are largely focused on improving work skills. Work skills which will upgrade socioeconomic status are not, however, a magic gateway to bright occupational futures. An individual's success is mediated by the family and how it functions. Therefore, initiatives designed to aid school-to-work transition must pay more heed to involving and strengthening the family.

In order to improve the parental role in work readiness, policy needs to work on linking home and school by nurturing parent involvement in education. But since the day-to-day functioning of families has a powerful effect on the school-to-work transition readiness of students, policy must also consider strategies to help parents become more proactive in their day-to-day functioning at home, as well as ways to insure that families help establish good work values.

Today's unparalleled discussions regarding educational reform provide an ideal context for giving more attention to linkages between family and work readiness. The time seems appropriate to extend these discussions into the arena of workforce education policy and practice.

The summary information contained in this update has been extracted from other manuscripts developed by the project directors, Wendy L. Way, University of Wisconsin-Madison, and Marilyn Martin Rossman, University of Minnesota-St. Paul.

For further reading on how parents can help nurture work readiness, see the following works:

Way, W.L. and Rossman, M.M. (1994). The interrelation of work and family: A missing piece of the vocational education research agenda. *Journal of Vocational Education Research, 19*(2), 1-24.

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Learning to Work: How Parents Nurture the Transition from School-to-Work

A Research Update for Parents

MDS-807

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Family Gifts and Dreams

All parents have dreams for their children. Openly communicated dreams have a powerful effect, but more subtle things that go on in every family may be an even stronger influence on children. As the U.S. Secretary of Education Richard Riley said, "Families are life's first teachers, often of lessons that are never forgotten."

Most people would readily agree that parental involvement in children's education, starting at birth, is an essential way to nourish children's achievements. Some ways for families to help their children's education include:

- limiting TV viewing to ensure time for homework
- supporting school events
- encouraging continued education.

These are more obvious ways parents help their children. However, the day-to-day patterns of family relationship may be the most significant gift a family can make. These include the never forgotten lessons in decision-making, good or poor work habits, conflict resolution, and communication skills, that children carry with them their whole life. And families give their children a context for interpreting the realities of work by discussing their feelings about what it is like to work.

Studies over the last 25 years have shown that the family exerts a profound influence on a person's career. The family strongly conditions education, which in turn conditions occupational life. Work/family relationships are still very often misunderstood or too narrowly conceived. A new study from the National Center for Research in Vocational Education, *Lessons from Life's First Teacher: The Role of the Family in Adolescent and Adult Readiness for School-To-Work Transition* offers the richest, most up-to-date and detailed analysis of how families contribute to work-related learning. This research brief highlights conclusions from that study.

Two Views of Family Involvement

A limited model of parent-to-child influence has prevailed until recently. This is the "social mold" model, in which parents try to shape their children in a particular image. They do this by modeling appropriate career behaviors, providing enriching experiences, and supporting the development of desirable work-related attitudes. (Many children, however, may flounder as they try to make vocational choices they perceive will please their parents.)

In another approach, rather than steering their children in a predetermined direction, parents try to prepare their children to be autonomous and successful in shaping their own lives. Development is seen as a process of relating, with parents and children interacting to share and create mutual understanding. In this way, youth can get a sense of gateways or channels to an ever-widening range of experiences, as opposed to one narrow track.

This way of parenting is demanding, and takes time to learn. But teaching children to be self-reliant is better suited to the new world of work, in which individuals need to be well-prepared for transition, adaptation, and change.

Family Pressures

Many parents face increased pressure in their own work life. They may have to work longer hours. They may be coping with work environments that are not supportive of family needs, or they may have to adapt to loss of worker benefits or to a decrease in job security.

Parents' lives may be more complex and demanding than ever before. At the same time, a great deal of social and personal pressure is placed on parents to do well for their children. Parents are expected to prepare their children for the lifelong process of acquiring skills, knowledge, and values in order to be successful in their adult life, to hold jobs and achieve self-sufficiency. This is a tall order. Public finger-pointing which suggests that parental failure is the cause of poor achievement among youth only makes parents' already difficult balancing act harder.

Ways Families Aid Work Readiness

Families can make significant contributions towards the welfare of their members and the strength of the national workforce. How?

- Sociability: having a group of friends, and enjoying being with others.
- Expressiveness: sharing personal problems and giving voice to thoughts and ideas.
- Cohesion: feeling together as a group, getting along well, and helping and supporting each other.
- Democratic Decision Making: checking with other family members before making decisions, and making rules together.
- Active Recreational Orientation: having hobbies, going to movies, sporting events, and so on.
- Locus of Control: feeling that decisions are their own, not forced on them, and encouraging individuals to develop in their own ways.
- Conflict Management: having few fights, and responding to differences without losing tempers or hitting.
- Engagement: keeping track of other family members.
- Family Idealization: feeling that the family is important and harmonious.
- Intellectual-Cultural Orientation: valuing music, art, and literature.

Families with these behaviors strongly encourage work readiness. These families can be called *proactive*.

More inactive families don't have an equally positive effect on school to work transition and actually work against it. These families are unable to function well either because they use a *laissez-faire* approach to family matters, because they cannot set guidelines, or because they don't pursue interests that involve places and persons outside of the family. Such traits make it more difficult for

adolescents to develop self-knowledge, as well as to differentiate their own goals from their parents' goals.

Dominating families are a third broad category. In these families, parents make all the important decisions, and there is strict punishment for breaking the rules. Students from such families tend to indicate some post-high school plans, perhaps as a result of family pressure. However, these families do not specifically promote work readiness.

Families Supporting Education

Families which interact at school and provide support increase work readiness. The study showed that young people who appeared more ready for the transition from school to work came from families which had:

- asked regularly about or helped with homework.
- attended school events and asked school personnel about their child's progress.
- helped developed potential job skills (such as photography) by encouraging hobbies.

The adults with the greatest readiness for transition to employment also reported that their families had:

- provided them with financial and/or emotional support.
- made informal contacts for them regarding exploration for occupational choices.
- showed understanding by recognizing the need for study time and space.

Families which promote education and positive attitudes towards school work help youth develop learning strategies that will improve their work readiness. These learning strategies include finding classes that are challenging and where new things are learned; thinking of the class material as a starting point, and developing ideas beyond the assignment; and keeping on working even when the class is uninteresting.

Other strategies proactive families use to support learning are providing opportunities for family members to show off scholarly abilities at home; finding ways to instill confidence and expectations that family members will do well on difficult material, assignments, and tests; and making family members feel good about themselves.

Families Promoting Good Work Values

Family is an important source of values about work and working. Families which promote strong work values develop work readiness in their children. The following are examples of work values found among study participants.

- Choose work where there's opportunity for advancement.
- Match personal interests and skills to the job requirements.

- Find work that gives the chance to do something personally fulfilling.
- Be your own person; don't be overly dependent.
- Accept differences among people.
- Be helpful to others.
- Be responsible for your own actions.

Voices from Families

These "voices" illustrate the various roles parents and other family members play in nurturing transition readiness. Most are positive, but some have negative aspects too. These quotations come from interviews conducted with 31 adolescents as part of the study, about six months after their graduation from high school. These perceptions reflect the three aspects of family experience previously mentioned:

1. Parent-to-child guidance and support;
2. Interactions between parents and children;
3. Family as a place to interpret reality.

Financial Support

I wasn't going to go to college 'cause I didn't have the money. So my Mom said that she'd pay for it, and she did. She said she'd pay for it as long as she can.

Conveyed Expectations

My parents both have jobs that they really like, they're with companies that they like and they're doing things they're good at. They always kind of expected us to earn our way along. You know, we haven't been given a free ride.

Communicated "Sound Bites"

Do the best you can and always be there. Do what you're supposed to do. Keep your mouth quiet.

Provided Support and Interest

They've always pretty much stuck behind me or any of us, if it's what makes us happy. Even if they know it's wrong. They'll advise us it's wrong, but then they'll say, I support you.

Pushed or Controlled

They wanted me to go to college, because no one in my family has ever been to college and they wanted me to be the first, and they pushed me to go to school and you know, do good. They really pushed.

Modeled Work Behaviors

Oh, yeah, they were real work-oriented and my mom's always worked full-time. My step dad works a couple of jobs. I mean, work's always been a big thing. There's nobody lazy in my household. I learned to work hard.

Anxiety about the Future

There was a lot of fuss about my decision. My dad's not for it. He thinks it's too dangerous.

Illustrated Realities of Work

I think about my sister. After she graduated from high school, she just got married. I see how hard it is for them financially, just her and her husband, just to have one person working. I think that made me kinda want not to depend on one person financially.

Assistance for Families

As these "voices" from adolescents show, families have a powerful influence on the work readiness of youth. Although work and family have historically been viewed as separate spheres, this is clearly not the case. Readiness for occupational work is largely dependent upon the work of the family. Parents can and should be a powerful force in enhancing work-related learning.

We would like to encourage all parents to reflect on the ways their family operates, and to consider additional possibilities for helping their children prepare for the world of work.

Contacts

There are several sources of assistance for parents to use to enhance the family's capacity to nurture work-related development. These include:

- Parent education classes to develop parenting skills.
- Support for workforce preparation offered by state and local service agencies. Social service, job service, and vocational rehabilitation centers, for example, are available regionally in most areas. Many of these agencies offer coordinated family support services which combine job training, health care, financial assistance, and child care.
- Family-focused research and advocacy organizations.

The summary information contained in this update has been extracted from other manuscripts developed by the project directors, Wendy L. Way, University of Wisconsin-Madison, and Marilyn Martin Rossman, University of Minnesota-St. Paul.

For further reading on how parents can help nurture work readiness, see the following works:

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HOW TO PREPARE YOUR CHILDREN FOR WORK

Wendy Schwartz

Job Readiness Skills

Young people need certain kinds of skills called job "readiness skills" in order to get and keep a job. This is true whether the job is after-school work or full-ime work that can lead to a lifetime of employment in increasingly better position.

Children learn many of these skills in academic and vocational classes in middle and high school. They learn additional job skills later, in higher education and job training programs. Young people also get some job readiness skills by watching how people around them deal with work and work-related issues.

Recently, some employers were polled to find out which skills are most important for young people working at their first job to have. The skills mentioned by the employers are described below.

Academic Skills

Employers frequently use job application letters and forms, and interviews, to evaluate applicants' academic skills. So, it is important for young applicants to fill out forms correctly and to behave well at an interview, especially when they have no prior job experience to demonstrate their abilities. In general, employers want employees to have these skills:

- The ability and willingness to learn quickly.
- Knowledge of standard English
- Mathematics

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Vocational Skills

Employers will train their workers in the special skills needed for a particular job, and some will also provide more general job training to help their workers learn more skills and remain on the job. Still, some employers want new workers to have these job skills already:

- The ability to solve problems
- The ability to communicate
- The ability to do manual tasks

Work-Related Habits and Attitudes

These are the qualities desired by most employers:

- A general understanding of the workplace and the world of business, and basic knowledge about the employer's operations.
- Dependability,
- The willingness to ask questions.
- Trustworthiness and honesty.
- Respect
- Patience and cooperation
- Good appearance

How Parents Can Help Children Prepare for the Work World

Parents can help prepare children to enter the work world by making sure that they have the skills described above. You can do these things:

- Find out what your children are learning in school. If job readiness skills aren't part of the curriculum, talk to a counselor or administrator.
- Make sure your children are really learning what they are taught, so they will have the skills they need to get and keep a job.

- Arrange for your children to get extra instruction in English or math if they need it to get a good job.

- Make sure your children go to school every day, arrive on time, are respectful to teachers and peers, and do what is expected of them. This will help them develop the habits that employers want workers to have.

- Help children fill out practice job applications, or find someone at school or in the community who can do this.

- Talk about your own experiences on the job, both good and bad, so children will know what to expect at work and can start preparing for new experiences.

- Explain that even if you yourself haven't had much job success, it doesn't mean that your children can't get a good job, do well at it, and enjoy the work.

This guide is based on two publications produced by the ERIC Clearinghouse on Urban Education: *What Do Employers Want in Entry-Level Workers: An Assessment of the Evidence* and *High School Graduates in Entry Level Jobs: What Do Employers Want?*

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★RESOURCE★
BULLETIN
FEBRUARY 1996

Parent Involvement in School-to-Work

Parents, the primary shapers of young people's motivation and values, are in the most powerful position to convince students of the importance of education and productive work. Research, as well as experience in communities around the country, conclusively demonstrates that young people whose parents or guardians are involved in their schooling are more likely to succeed both in school and in the workplace.

As children grow older, the role of parent becomes a balancing act between providing support and encouraging independence. Students gradually assume more responsibility and greater control over their lives as they progress through school towards work. In order to assume adult responsibilities, they need and deserve the opportunities provided by school-to-work systems to interact with and earn the respect of adults. Parents play a key role in this process by providing support and working with counselors, teachers, and employers to develop career opportunities for youth. Parents and guardians who become engaged in school-to-work systems not only improve the future prospects of their children; they also contribute valuable insight to school-to-work partnerships and can serve as community advocates for a school-to-work transition system.

However, the fact that school-to-work is a new national initiative limits how much parents understand the opportunities that these systems offer. The School-to-Work Opportunities Act, signed into law in the spring of 1994, has had less than two years to educate Americans about the purpose and the elements of school-to-work systems. Many Americans still hold traditional assumptions about careers, college, and school-based occupational programs. Parents and guardians may not realize that school-to-work systems support advanced training and education for young people, including college and university study. They may fear that integrated coursework will distract their son or daughter from college preparation, channeling him or her into a narrow occupational track.

In addition, today's busy lifestyles often limit parent involvement in school-to-work systems. Social and economic changes in the structures of contemporary families and workplaces often constrain the time and effort parents can devote to the educational and career development of their children. Across the nation, practitioners are applying various strategies to overcome these barriers to parent involvement in school-to-work:

Providing Parents with Information. Eighty-three percent of respondents to a recent survey by the Center on Families, Communities, Schools, & Children's Learning identified information about planning for their child's future college or work as the most important of nineteen topics about which

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they would most like information. To address this information gap, national organizations, such as American College Testing (ACT), the National Career Development Association, and the National Council of La Raza, have developed programs and activities to provide information and resources to encourage parent involvement in school-to-work initiatives. In the spring of 1994, ACT and the National Career Development Association released *Realizing the Dream*, an innovative program for involving parents in their teenagers' educational and career planning. *Realizing the Dream* contains the resources necessary for a school or community organization to introduce the program during a two-hour workshop, including leader's materials and guides for parents and students. The parent guide and coordinated student guide, distributed for home use, help families progress step-by-step through the career planning process. Local program operators have used several techniques to provide parents with information about school-to-work, including publishing brochures and inviting parents to attend informational meetings, orientations, and workshops. Several school-to-work initiatives have contracted with family resource hotlines, which parents and employers can call for advice and information on education-related issues. In addition, on-line connections to resources and organizations that provide support for families on educational issues offer easy access to a wealth of information.

Parents as Teachers. As the first teachers of their children, parents have a unique opportunity to provide early career exploration and the basic skills necessary to succeed in school and the workplace. As children progress through school, parents can help them learn in the home, monitor school assignments, and encourage career-related activities after school, on weekends, and in the summer. Programs have been developed to help parents understand the dynamics of child and adolescent development and teach the attitudes and skills their children will need to lead a successful life. For example, the Home and School Institute's *Megaskills* program strengthens the role of the family in helping students develop these skills and attitudes, building children's achievement through a series of "home-learning recipes," activities that teach parents how to help their children succeed.

Working with Other Partners in School-to-Work Systems. *Teachers* play a pivotal role in establishing and maintaining sound parent involvement efforts. An involved parent is a teacher's ally, coordinating learning in the home with school work, helping the child stay on track in school, and cooperating with teachers to resolve problems encountered along the way. In many high schools, infrequent communication between parent and teacher means that a student is doing acceptable work, because under current policies, high schools contact families mainly to discuss serious academic or behavioral problems. Teachers' unions, such as the National Education Association and the American Federation of Teachers, are working to make parent-teacher collaboration become the norm, not the exception, by disseminating information regarding parent-teacher collaboration.

A strong relationship between parent and *career counselor* can help students select, develop, and follow through on their educational and career goals. Counselors who give parents access to career information and involve them in individual planning sessions for their children have experienced great success in fostering such relationships. Because career counselors are often overwhelmed by sheer numbers of students, many administrators have made the commitment to support counselors by offering staff development and by establishing lower student-counselor ratios, flexible scheduling, and easier access to career and labor market information.

Many school-to-work systems require that parents co-sign training agreements, a step which initiates communication between parents and *employers*. Some parents take the next step, actually visiting worksites and conferring with employers and supervisors to gain firsthand information with which to encourage and support their children. Many employers say they would welcome such contact from parents but are often unsure how to proceed. Some simply need encouragement from school personnel or parents; others need specific advice and "training" in how to structure contact with parents. Partnerships between parents and employers can benefit both parties, particularly where an agreement is worked out with school personnel that provides some structure or procedures. These relationships work both ways: parents call or visit the worksite to learn about progress and problems, and worksite staff contact parents, either directly or through the school, to share information or request help.

Individual Education and Occupational Plans. Similar to Individual Education Plans developed for students with disabilities, individual education and career plans have been utilized in school-to-work systems. Many students and parents do not understand the requirements for student educational and career goals. The development of student plans provides structured time for parents to discuss education and career options with students, counselors, and teachers. The typical plan includes periodic meetings to discuss plans, career exploration, testing, and establishment of a course of study to meet career goals.

Flexible Workplaces. School-to-work practitioners can encourage employers to support their employees who are parents, specifically their involvement in their children's education, by accommodating parent-teacher conferences and sessions to design individual student education and career plans, as well as other visits to school and worksite. Flexible work scheduling arrangements, such as part-time work, flex-time, job-sharing, and telecommuting, also encourage parent involvement in school-to-work. Developers of school-to-work systems can ask businesses to support practices that provide opportunities for parents to play an active part in their child's future.

Promoting Involvement in Advisory Committees and Governance Structures. School-to-work should operate as a community-wide effort, recognizing that parents bring invaluable perspectives to the partnerships that guide local systems. Parents who serve on governing bodies speak with informed voices regarding the experiences of their children in school-to-work. They are in a position to advocate and work for better information, services, and other resources for their children, and to become leaders and catalysts for other parents.

Effective Practices

The **Rochester City School District** employs a parent outreach coordinator to build parent involvement in school-to-work. The coordinator has developed parent/family courses to assist parents according to their needs in the school-to-work system. The parenting/family courses are designed to be interactive sessions which include practical techniques that apply to real-life needs and situations. The topics addressed within the courses include communication, self-esteem, values, stress management, and motivation. Contact: Dorothy Pecoraro, 131 West Broad Street, Rochester, New York 14614. (716) 262-8389.

In **Roy, Utah,** all high school students have a customized student education and occupational plan that lays out their future career goals and the school-based and work-based learning experiences they need to attain these goals. Counselors work together with students and parents to develop the goals in meetings held one to four times a year. The counselor provides information, assesses students' talents and skills, ensures that students take the needed classes, identifies appropriate work-based learning opportunities, and directs students and parents to other resources. Counselors are flexible, scheduling meetings before, during, or after normal school hours in order to accommodate parents' schedules. Contact: Sharon Kamp, 2150 West 4800 South, Roy, UT 84067. (801) 774-4922.

The **Academy of Finance at Lake Clifton Eastern High School** in Baltimore, Maryland, maintains an active parent advisory council to disseminate information and help guide the operation of the Academy. The council hosts seminars on topics of importance to parents, including financing postsecondary education. The executive board of the council, composed of two parents for each of the Academy's four grades, meets monthly to maintain continual contact and to exchange information. Those involved with the parent council note that small meetings are more conducive to discussion, unlike large meetings, where parents may be "talked at" by educators or administrators. Contact: Cathleen Floyd, 2801 St. Lo Drive, Baltimore, MD 21213-1393. (410) 467-6307.

FOR MORE INFORMATION ABOUT THIS TOPIC, CONSULT THE FOLLOWING ORGANIZATIONS AND JOURNALS:

Publications

Center for Workforce Preparation. *On Target: Effective Parent Involvement Programs.* Washington, DC, Author, 1994.

Conners, Lori J. and Joyce L. Epstein. *Taking Stock: Views of Teachers, Parents, and Students on School, Family, and Community Partnerships in High Schools.* Baltimore: Center on Families, Communities, Schools & Children's Learning, 1994.

Cornell Youth and Work Program. *A Parent's Guide to Youth Apprenticeship.* Ithaca, NY: Cornell University, 1994.

Jobs for the Future, Inc. *Voices from School and Home: Pennsylvania Students and Parents Talk About Preparing for the World of Work and a Youth Apprenticeship Program.* Somerville, MA: Author, 1990.

Rich, Dorothy. *Megaskills.* New York: Houghton Mifflin Company, 1992.

Organizations

American Federation of Teachers (AFT) is the nation's second largest teachers' union, covering all topics that concern teachers and schools, including school-to-work. 555 New Jersey Avenue NW, Washington, DC 20001. (202) 879-4434.

American College Testing (ACT), provider of the ACT assessment for college admissions, helps teens and adults make decisions about education and careers. 2201 N. Dodge Street, Iowa City, IA 52243-0168. (319) 337-1000.

National Career Development Association (NCDA) provides products and services for the career development profession, business, and the public. 5999 Stevenson Avenue, Alexandria, VA 22304-3300. (800) 545-2333 ext. 309.

National Council of La Raza (NCLR) works to improve opportunities for all Americans of Hispanic descent and to promote community and family involvement in education. 1111 19th Street NW, Suite 1000, Washington, DC 20036. (202) 785-1670.

National Education Association (NEA), the nation's largest teachers' union, provides a variety of services to teachers and parents. 1201 16th Street NW, Washington, DC 20036. (202) 822-7727.

National Parent and Teacher Association (PTA) provides information to parents and PTAs on building home-school relationships, developing parenting skills, improving learning at home, and promoting parent-child communication. 700 North Rush Street, Chicago, IL 60611. (312) 670-6782.

For additional information, please contact:
The National School-To-Work Learning and Information Center
400 Virginia Avenue, Room 210
Washington, DC 20024
Phone: 1-800-251-7236
Fax: 202-401-6211
E-mail: stw-lc@ed.gov
Internet: http://www.stw.ed.gov

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Parents and the School-to-Work Transition of Special Needs Youth

by Bettina A. Lankard

1993 EDO-CE-93-142

The school-to-work transition of the nation's youth has been a major focus of vocational education efforts for the past decade. Educators help students identify their interests and abilities, engage in career education and career development activities, and develop individual education plans. Although these activities are significant, their comprehensiveness and effectiveness are limited by staff and time. "The ratio of students to counselors in public high schools is almost 300 to 1; and school guidance counselors are able to spend less than one hour of every five on career counseling" (Otto 1989, p. 161). Add to this the unique and complicated counseling needs of students with disabilities and it becomes apparent that other actors, primarily parents, must be included in the school-to-work transition of youth.

Will defines transition as "an outcome-oriented process encompassing a broad array of services and experiences that lead to employment" (Friedenberg et al. 1993, p. 235). The Individuals with Disabilities Education Act (IDEA) of 1990 defines transition services as "a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation" (ibid.). This ERIC DIGEST looks at the challenges of effecting successful transitions, particularly for students with disabilities, and parents' roles in the transition process.

Conditions That Necessitate Transition Services

Part of the dilemma faced by students at the turn of this century is the changing occupational scene: countless occupational possibilities and a wide variety of career preparation options. Students, educators, and parents have difficulty keeping abreast of new and emerging occupations as well as those that have become obsolete. For students with disabilities, the challenge of career selection and work preparation is even greater. These youth and their parents must be knowledgeable about vocational opportunities and program requirements as well as the community services and other benefits available to them by law.

Laws That Mandate Transition Assistance

Federal legislation has mandated certain policies to ensure transition assistance for students with disabilities. The IDEA promotes the development of the "Individualized Transition Plan for students 14 years of age and older, which focuses on community-referenced learning, to help prepare students for adult roles in their communities" (Smith and Lauritzen 1992-93, p. 16). The Americans with Disabilities Act (ADA) applies "'a new access doctrine' to all aspects of the lives of individuals with disabilities, not just the school years" (ibid.). This act represents a commitment to students with disabilities to provide for them "the fullest opportunity, and support to fulfill the typical roles in

society." Although these laws provide direction, all stakeholders in the education of students with disabilities must be knowledgeable about them, monitoring their interpretation and implementation in the community.

Parents' Desire for Involvement

Other legislation delineates parental involvement at various points during transition: P.L. 94-142, which "mandates that assessment information be gathered from a variety of sources, including parents" (ibid., p. 140) and P.L. 98-524, which "requires provision of counseling services designed to facilitate transitions from school to post-school employment and career opportunities" (ibid., p. 141). Research shows, however, that parents have little involvement in transition planning, despite the fact that they have a critical role to play and a major interest in assuming that role (McNair and Rusch 1990). A survey of 200 families of students with disabilities found that parents were significantly less involved in transition programs than they desired (ibid., p. 10):

- Nearly 70 percent desired involvement, whereas slightly more than 30 percent experienced involvement.
- Significantly more parents desired to have an equal part in decision making than were given the opportunity.
- Although 12 percent indicated no involvement experience with the transition team, less than 2 percent indicated that they desired no involvement.
- Parents wanted to be involved in finding job placements and community living arrangements more often than they had the opportunity to do so.

"Lack of parent participation and involvement may be detrimental to the achievement of successful transition outcomes" (Johnson and Rusch 1993, p. 6).

Multidisciplinary Teams for Transition Planning

It appears that many parents are left out of the transition planning process for their children with disabilities. Multidisciplinary transition planning teams--whose core members include parent(s) or guardian, along with the teacher, student, and a staff member appointed to coordinate the transition planning process--are one way of bringing parents into the mainstream of the transition process (O'Neill et al. 1990). The benefit of having parents serve on interdisciplinary teams is that they can help teachers pinpoint the specific skills needed by their children. They can also offer their perspectives on the effectiveness of the delivery system given their experience with it. The testimony of parents and consumers regarding benefits and pitfalls of the system provide valuable insight to parents with less experience and to other members of the team. Izzo and Shumate (1991) cite the following rationale for involving parents in the transition process:

- Parents know their children better than anyone else, thus they can serve as critical resources in planning.
- Parents can be extremely effective in maintaining continuity of training and of purpose.
- Parents can act as system advocates, often facilitating changes professionals desire but are constrained to accomplish.

- Parents can act as role models/teachers, instilling positive learning that makes job success for their children more likely.
- Parents can act as community supporters and messengers to the community about positive agency efforts.
- Parents can act as service coordinators, thus ensuring more effective and positive results.
- Parents as nurturers/caretakers provide support and encouragement that complement professional efforts.

Interagency teams empower parents to stay involved by providing them with leadership training and encouraging them to share what they have learned with other parents. Everson et al. (1992) found that interagency teams that included parents as decision makers and co-members were "more effective in stimulating service delivery change at the individual, local, regional, and state levels" (p. 48).

Some of the activities in which parents can engage to support their children's transitions include organizing to ensure political pressure and compliance with the law, sharing information on the ADA, monitoring the hiring practices of employers, ensuring access to public accommodations, and filing formal complaints if necessary (Smith and Lauritzen 1992-93). Parents should also be active in collaborating on school curriculum to ensure that their children will have appropriate options available to them when they leave school. O'Neill et al. (1990) present the following recommendations:

1. Parents should share information with school personnel about student and family needs, activities, and goals.
2. Parents should participate in selecting goals, the kinds of learning experiences their children will have, and the kinds of skills they will be taught.
3. Parents should participate with school personnel in exploring post-school options.
4. Parents may need to work with professionals and/or other parents to develop more appropriate options when service gaps exist.

Collaborative Consultation for Problem Solving

Although transition planning is enhanced by the combined efforts of a multidisciplinary and interagency teams, collaborative consultation is effective in solving problems parents and students encounter in making school and work transitions. Collaborative consultation is a "model in which the teacher-consultant and the parent-consultee cooperatively solve problems through their shared expertise" (Elksnin and Elksnin 1990, p. 2). In the collaborative consultation arrangement, teachers and parents are co-equals recognizing the expertise each brings to the planning. "Opportunities for implementing collaboration include consultation sessions designed to inform parents of vocational opportunities, plan vocational assessment and collect vocationally-relevant information, develop the vocational component of the individualized education plan, and develop plans for transitions from school to employment or postsecondary training" (ibid.). The collaborative consultation process can help teachers and parents meet the mandates of P.L. 94-142 and P.L. 98-524.

Motivation is the key factor driving parents to become involved in the school-to-work transitions of their children with disabilities. The intense desire many parents share--to help their children succeed in school, work, and community living--is a powerful force prompting them to develop the skills

they need to coordinate programs and services for their children. Through a variety of interactions with the many individuals involved in transitions, parents have the potential to serve as a primary force in coordinating the activities involved in effecting successful school-to-work transition.

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Friedenberg, J. E.; Izzo, M. V.; and Cartledge, G. *Serving Vocational Students with Disabilities: A Vocational and Special Education Curriculum for Infusion.* Columbus: Center on Education and Training for Employment, The Ohio State University, 1993.

Izzo, M. V., and Shumate, K. *NetWORK for Effective Transitions to Work: A Transition Coordinator's Handbook.* Columbus: Center on Education and Training for Employ-ment, The Ohio State University, 1991. (ED 332 033)

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McNair, J., and Rusch, F. R. "Parent Involvement in Transition Programs." In *Research in Secondary Special Education and Transitional Employment*, compiled by F. R. Rusch. Champaign: University of Illinois, 1990. (ED 331 228)

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Otto, L. B. *How to Help Your Child Choose a Career.* Tallahassee: Florida Department of Education, 1989. (ED 336 506)

Smith, P. M., and Lauritzen, A. M. "Claiming the Promise: Parents and the ADA." *Impact* 5, no. 4 (Winter 1992-93): 16.

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Center on Education and Training for Employment, College of Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210-1090.

ANNOTATED BIBLIOGRAPHY

TITLE: ***A Brighter Future for Our Children***
YEAR: 1996
AVAILABILITY: Kentucky School-to-Work, Berry Hill Annex, 700 Louisville Road, Frankfort, KY 40601, (502) 564-5901 or (800) 575-0622, Fax (502) 564-5904
ABSTRACT: Prepared for parents, this brochure discusses (1) the shrinking pool of skilled workers, (2) the plan for change, (3) the goals of School-to-Work, (4) the three components of School-to-Work, and (5) the ways parents and their children will benefit.
FORMAT: Brochure, 5 pp., free

TITLE: ***Excellence for All Children***
YEAR: 1996
AVAILABILITY: Office of School-to-Work Initiatives, New Jersey Department of Education, CN 500, Trenton, NJ 08625, (609) 984-7016
ABSTRACT: Aimed at the parents of elementary-, middle-, high-, and postsecondary-school students, this brochure defines the School-to-Work system and its components. It explains the system as one that incorporates flexibility, choice, high academic and occupational skills, and a chance for students to gain the skills they need to lead successful, independent lives and as one that depends on parental commitment and involvement to produce a quality workforce.
FORMAT: Brochure, 5 pp., free

TITLE: ***From School to Work: A Transitional Handbook***
YEAR: 1993
AVAILABILITY: Quad-City Regional Vocational System, U. T. Area Vocational, 1275 42nd Avenue, East Moline, IL 61244-4100, (309) 752-1691
ABSTRACT: Prepared for high-school-age special-education students and their parents, this handbook is to be used as a tool to help with the school-to-community living transition. Emphasized are early vocational planning and the identification of school programs and community agencies that are the most suitable for students. Vocational programs and support services are referenced in this handbook but are limited to certain counties of the state of Illinois.
FORMAT: Handbook, 92 pp., free

TITLE: **"The Gatekeepers"**
YEAR: 1997
JOURNAL: *Techniques*
Vol. 71, No. 9, pp. 24–27
AUTHOR: Gray, Kenneth
AVAILABILITY: American Vocational Association, AVA Product Sales, 1410 King Street, Alexandria, VA 22314, (800) 826-9972, Fax (703) 683-7424
ABSTRACT: This article counters misconceptions with facts about School-to-Work (STW), such as students have unrealistic career goals; most are not prepared for college academics; college is increasingly paid for by loans; only one in three college graduates finds a relevant job; technical employment is the fastest growing sector; STW does not preclude college; and technical jobs pay well.

TITLE: ***How to Prepare Your Teens for Work: 10 Tips for Parents***
YEAR: N.d.
AVAILABILITY: American Vocational Association, AVA Product Sales, 1410 King Street, Alexandria, VA 22314, (800) 826-9972, Fax (703) 683-7424
ABSTRACT: Use this brochure to help parents understand the vital role they play in helping their sons and daughters prepare for productive careers. The 10 tips included here provide a blueprint for action for parents who want to help their teens move smoothly from school to employment. The brochure also includes a succinct overview of the School-to-Work Opportunities Act and explains what it will mean at the local level.
FORMAT: Brochure, 4 pp., $29 per 100

SERIES: **Implementing a Local School-to-Work Partnership: A Series of How-to Modules**
TITLE: ***Parental Involvement***
YEAR: 1996

AVAILABILITY: Curriculum and Instructional Materials Center, 1500 W. Seventh Avenue, Stillwater, OK 74074-4364, (800) 654-4502

ABSTRACT: *Parental Involvement* describes the values of parent involvement and discusses (1) building partnerships with parents, (2) communicating with parents, (3) getting parents involved in School-to-Work, and (4) helping parents understand and participate in their child's career-awareness efforts, career exploration, plans of study, and career preparation.

FORMAT: Module/LAP, 74 pp., $25

TITLE: **"The Interrelation of Work and Family: A Missing Piece of the Vocational Education Research Agenda"**

YEAR: 1994

JOURNAL: *Journal of Vocational Education Research*
Vol. 19, No. 2, pp. 1–24

AUTHOR: Way, W. L.; Rossman, M. M.

AVAILABILITY: NCRVE Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652

ABSTRACT: This paper addresses a serious gap in vocational education research: the interaction between preparation for work and preparation for other life roles such as those of the family. The authors argue that disconnecting these two roles is a disservice to both. They offer a series of provocative research questions that explore the complex connections between them, centering on topics such as the (1) conceptualization of work and family, (2) gender, (3) community networks, and (4) program assessment. The authors contend that preparation for work can no longer be isolated from preparation for other key life, especially family, roles, and suggest that we examine the ideological foundations of vocational education that have contributed to this split.

TITLE: ***It's a Family Matter***

YEAR: 1995

AVAILABILITY: School-to-Work Transition, Rochester City School District, 131 W. Broad Street, Rochester, NY 14614, (716) 262-8389

ABSTRACT: This resource book suggests that by introducing career opportunities and choices to their children from preK through twelfth grade parents can play a vital role in bringing School-to-Work together in their child's classroom.

FORMAT: Resource Book, 10 pp., $1

TITLE: ***Learning to Work: How Parents Nurture the Transition from School-to-Work* and *Family Matters . . . in School-to-Work Transition***

YEAR: 1995

AUTHOR: Way, W. L.; Rossman, M. M.

AVAILABILITY: NCRVE Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652

ABSTRACT: These two research updates emphasize the often neglected role of family in work readiness. The first update, aimed primarily at parents, lists concrete ways for them to support their children's education. It discusses how an active recreational orientation, expressiveness, cohesion, and sociability within the family nurture work readiness in youth. The second update is directed to educational leaders and policymakers. Although the family is often downplayed in discussions of School-to-Work transition, Way and Rossman's research has shown that the day-to-day functioning of the family has a big influence on work readiness. Policymakers are urged to find ways to involve parents in education and to encourage families to become more proactive.

FORMAT: Report, 10 pp., $2.50 (order no. MDS-807)

TITLE: ***Lessons from Life's First Teacher: The Role of the Family in Adolescent and Adult Readiness for School-to-Work Transition***

YEAR: 1996

AUTHOR: Way, W. L.; Rossman, M. M.

AVAILABILITY: NCRVE Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652

ABSTRACT: This national study of 1,266 high-school seniors and 879 adult two-

year-college students asked whether family plays a role in developing readiness for School-to-Work transition and whether the family role differs for adolescent and adult learners. The findings, based on an examination of a series of structural models linking family attributes to transition readiness, suggest that family does play a role in the development of readiness for School-to-Work transition among both adolescents and adults. It is not just the unidirectional adult-to-child actions (e.g., parent participation in school), so often highlighted in educational policy and practice, that seem to matter, however. The day-to-day relational elements of the family also seem to play a role in developing transition readiness for both adults and children.

FORMAT: Study, 85 pp., $8.50 (order no. MDS-725)

TITLE: ***MegaSkills: In School and in Life—The Best Gifts You Can Give Your Child***

YEAR: 1992

AUTHOR: Rich, Dorothy

AVAILABILITY: Houghton Mifflin Company, 222 Berkeley Street, Boston, MA 02116, (617) 725-5000 or (800) 225-3362

ABSTRACT: The Home and School Institute's MegaSkills program strengthens the role of the family in helping parents understand the dynamics of child and adolescent development and teach the attitudes and skills needed for a successful life. The author explains how parents can build children's achievement through a series of "home-learning recipes," or activities.

FORMAT: Book, 368 pp., $24.95

TITLE: **"Not for MY Child"—School-to-Work Faces a Growing Backlash from Nervous Parents**

YEAR: 1997

JOURNAL: *Techniques*
Vol. 17, No. 9, pp. 20–23

AUTHOR: Vo, Chuong-Dai

AVAILABILITY: American Vocational Association, AVA Product Sales, 1410 King Street, Alexandria, VA 22314, (800) 826-9972, Fax (703) 683-7424

ABSTRACT: This article reports on parental concerns and misconceptions regarding the federal School-to-Work initiative, such as it is too soon for students to select career paths; the government is infringing on local autonomy; college is the best path; and it is an adaptation of a socialist model.

TITLE: ***Parent Guide: How to Prepare Your Children for Work***

YEAR: 1995

AUTHOR: Schwartz, Wendy

AVAILABILITY: ERIC Clearinghouse on Urban Education, ERIC/CUE, Box 40, Teachers College, Columbia University, New York, NY 10027, (212) 678-3433 or (800) 601-4868

ABSTRACT: This guide describes the academic skills, vocational skills, and work-related habits and attitudes that employers have identified as the most important for young people to have at their first job. It states that parents can help prepare their children to enter the work world by making sure that they acquire these skills, and it explains some of the other things parents can do to prepare their children.

FORMAT: Guide, 2 pp., free

TITLE: ***Parent Involvement in School-to-Work***

YEAR: 1996

AVAILABILITY: National School-to-Work Learning and Information Center, Room 210, 400 Virginia Avenue, Washington, DC 20024, (800) 251-7236, Fax (202) 401-6211

ABSTRACT: Social and economic changes in the structure of contemporary families and the workplace often constrain the time and effort parents can devote to the educational and career development of their children. This resource bulletin discusses the various strategies that practitioners are applying to overcome these barriers to parent involvement in School-to-Work: (1) providing parents with information; (2) using parents as teachers; (3) encouraging parents to work with other partners in School-to-Work systems; (4) developing individual

education and occupational plans; (5) providing flexible workplaces; and (6) promoting parent involvement in advisory committees and governance structures. The bulletin further discusses the effective practices of the Rochester City School District; Roy, Utah; and the Academy of Finance at Lake Clifton Eastern High School in Baltimore, Maryland.

FORMAT: Resource Bulletin, 4 pp., free

TITLE: ***Parent's Guide to Career Development for Middle/High School Students***

YEAR: 1995

AVAILABILITY: Center on Education and Work, Publications Unit, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 W. Johnson Street, Madison, WI 53706-1796, (800) 446-0399 or (608) 263-2929

ABSTRACT: This guide provides direction and practical suggestions for parents as they guide their youths through the career-development process. Sections included in the guide are titled (1) Action Planning, (2) Interpersonal Skills, (3) Understanding the World of Work, (4) Career Exploration, (5) Career Preparation and Decision Making, (6) Planning for the Future, and (7) Resources. The Planning for the Future section offers specific steps for students as they develop work, educational, and training goals beyond high school.

FORMAT: Guide, 19 pp., $3

TITLE: ***A Parent's Guide to Youth Apprenticeship***

YEAR: 1994

AVAILABILITY: Cornell Youth and Work Program, HDFS MVR Hall, Cornell University, Ithaca, NY 14853-4401, (607) 255-8394

ABSTRACT: Through apprenticeship, the Cornell Youth Apprenticeship Demonstration Project enables high-school juniors and seniors to prepare for a career. This brochure describes (1) what youth apprenticeship is, (2) what the benefits of apprenticeship are, (3) how apprenticeship fits in with classes, (4) what happens after high school, (5) what the apprentice's commitment is, (6) what the parent's commitment is, and (7) how a student becomes an apprentice.

FORMAT: Guide, 8 pp., free

TITLE: ***Parents and School-to-Work in Wisconsin***

YEAR: 1995

AVAILABILITY: State of Wisconsin, Department of Administration, Document Sales Unit, 202 S. Thornton Avenue, P.O. Box 7840, Madison, WI 53707-7840, (608) 266-3358

ABSTRACT: This brochure answers the questions (1) How does School-to-Work work for students and parents? (2) How can students make informed decisions? (3) How will School-to-Work change school-based learning? (4) What are work-based learning opportunities? and (5) How will students benefit from School-to-Work programs?

FORMAT: Brochure, 5 pp., $14.75 per 100

TITLE: ***Parents and the School-to-Work Transition of Special Needs Youth***

YEAR: 1993

AUTHOR: Lankard, Bettina A.

AVAILABILITY: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, College of Education, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090, (212) 678-3433

ABSTRACT: The comprehensiveness and effectiveness of School-to-Work transition activities are limited by staff and time. The unique and complicated counseling needs of students with disabilities require the involvement of other actors, primarily parents. Youths with disabilities and their parents must be knowledgeable about vocational opportunities and program requirements as well as community services and other benefits available to them by law. Federal legislation that has mandated certain policies to ensure transition assistance for students with disabilities includes the Individuals with Disabilities Education Act and the Americans with Disabilities Act. Other legislation delineates parental involvement at various points during student transi-

tion. A multidisciplinary transition planning process is one way of bringing parents into the mainstream of the transition process. Parents can support their children's transition by (1) organizing to ensure compliance with the law, (2) monitoring employers' hiring practices, (3) ensuring that special-needs students have access to public accommodations, and (4) filing formal complaints. Collaborative consultation is effective in solving the problems that parents and students encounter during school and work transitions. In this arrangement, teachers and parents are co-equals, recognizing the expertise each brings to the planning process.

FORMAT: ERIC Digest No. 142, 2 pp., free

TITLE: ***Partners for Lifelong Earnings***

YEAR: 1996

AVAILABILITY: Wayne County STW Partnership, 33500 Van Born Road, P.O. Box 807, Wayne, MI 48184-2497, (313) 467-1320 or (313) 467-1379

ABSTRACT: The Wayne County School-to-Work Partnership is described as an across-the-board, countywide effort that creates career opportunities for young people by linking school and work experience. This brochure (1) identifies the ways this link is established, (2) lists the activities included, (3) explains how to get involved, (4) explains who benefits, and (5) lists the goals to be met by the time the high-school class of year 2000 graduates.

FORMAT: Brochure, 5 pp., free

TITLE: ***Realizing the Dream: Career Planning for the 21st Century***

YEAR: 1994

AVAILABILITY: American College Testing Publications, P.O. Box 168, Iowa City, IA 52243-0168, (319) 337-1379

ABSTRACT: This series includes (1) a teacher guide, with an appendix and overheads, (2) a video, (3) a parent guide, and (4) a student guide. The series helps teachers garner the supportive participation of parents in their children's career development. The parent guide is intended to be used as a reference or guide over several years as parents and children work together to plan the future.

FORMAT: Teacher Guide, 12 pp.; Videotape, 8 min.; Parent Guide, 42 pp.; Student Guide, 79 pp.; $195

TITLE: ***The Role of Parents in School-to-Work Transition***

YEAR: 1995

AUTHOR: Rioux, J. William

AVAILABILITY: Publications Desk: School-to-Work Transition (NIWL), Academy for Educational Development, Suite 900, 1875 Connecticut Avenue, NW, Washington, DC 20009

ABSTRACT: This paper explores the role of parents: (1) the questions they should be asking; (2) their roles in relation to teachers, employers, counselors, and others; (3) the programs and services that are important for them and their children; and (4) strategies for understanding the values about education and careers that parents and families bring to their children and the impact these have on education programs (for their children and the community or nation as a whole).

FORMAT: Report, 20 pp., $12

TITLE: ***Tech Prep: Building for a Brighter Future***

YEAR: 1996

AVAILABILITY: Office of Occupational Education, Curriculum Section, South Carolina Department of Education, 1429 Senate Street, Columbia, SC 29201, (803) 734-8410

ABSTRACT: This parent brochure describes the components and benefits of South Carolina's nationally recognized Tech Prep system, which serves as the umbrella for School-to-Work opportunities in South Carolina.

FORMAT: Brochure, 5 pp., free

TITLE: ***Voices from School and Home: Arkansas Parents and Students Focus on Youth Apprenticeship***

YEAR: 1991

AVAILABILITY: Jobs for the Future, One Bowdoin Square, Boston, MA 02114, (617) 742-5995, Fax (617) 742-5767

ABSTRACT: This report summarizes several group discussions with parents of high-

school students, high-school students, and nursing students regarding the world of work and the advantages and disadvantages of a youth apprenticeship program. Section I is an executive summary that (1) describes the methodology, (2) summarizes key attitudes toward youth apprenticeships based on eight focus groups with parents and students, and (3) lists recommendations suggested by focus-group findings. Section II offers a summary of the report's observations and recommendations, some of which are as follows: (1) parents who do not expect their children to pursue a bachelor's degree support youth apprenticeship, but they are concerned about a program that separates their children and believe that to expect 16-year-olds to make a commitment of several years is unrealistic; (2) students are enthusiastic about the apprenticeship concept but are concerned about being able to leave the program if they decide the program is not for them; and (3) nursing students are enthusiastic about youth apprenticeship. Sections III, IV, and V are detailed presentations of the observations of the parent group, high-school student groups, and nursing student group. Finally, Section VI provides additional information on the methodology used to conduct the study. It describes the number of participants (7–12) in each group, the way they were selected, and their demographic characteristics. (YLB)

FORMAT: Report, 60 pp., $5

TITLE: ***Voices from School and Home: Pennsylvania Students and Parents Talk about Preparing for the World of Work and a Youth Apprenticeship***

YEAR: 1990

AVAILABILITY: Jobs for the Future, One Bowdoin Square, Boston, MA 02114, (617) 742-5995, Fax (617) 742-5767

ABSTRACT: This report summarizes several group discussions with parents of high-school students and high-school students themselves concerning the world of work and work-related education. The study was undertaken on behalf of the Pennsylvania Work-Based Learning Study Team—an effort to evaluate the potential within the state for a youth apprenticeship program in the metalworking industry. Section I discusses (1) the purpose of group discussions, (2) key attitudes toward youth apprenticeship, and (3) the organization of the report. Section II provides a summary of (1) observations of the parents, (2) general and education issues, and (3) work-based learning-design issues, and it offers design and marketing recommendations based on parent observations. Section III provides a summary of the (1) observations of the students, (2) general and education issues, and (3) work-based learning-design issues, and it offers design and marketing recommendations based on student observations. Finally, Section IV provides additional information on the methodology used to conduct the study.

FORMAT: Report, 35 pp., $5

TITLE: ***Voices from School and Home: Wisconsin Parents and Students Focus on Youth Apprenticeship***

YEAR: 1992

AVAILABILITY: Jobs for the Future, One Bowdoin Square, Boston, MA 02114, (617) 742-5995, Fax (617) 742-5767

ABSTRACT: This report presents major findings and makes a series of recommendations regarding the design and implementation of a youth apprenticeship program—recommendations based upon discussions that took place with 12 groups of students and parents in Wisconsin. Section I summarizes some of the major positions and beliefs parents and students expressed during the focus-group discussions. Section II describes (1) the Wisconsin Youth Apprenticeship Legislation, (2) the Preliminary Youth Apprenticeship Program design, (3) the Council of Chief State School Officers grant, (4) focus groups, and (5) an analysis of the findings and organization of the report. Section III gives a more complete presentation of the observations of parents and students along with program-design and system

issues. Section IV details the recommendations for program design and marketing of Wisconsin's youth apprenticeship program.

FORMAT: Report, 28 pp., $5

TITLE: ***Work-Based Learning: A School-to-Work Transition Activity* (Book and Video)**

YEAR: 1995

AVAILABILITY: Center on Education and Work, Publications Unit, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 W. Johnson Street, Madison, WI 53706-1796, (800) 446-0399 or (608) 263-2929

ABSTRACT: The School-to-Work legislation clearly states the need for career-development programs. Work-based learning is one way to meet the career-development needs of all students. The book in this set defines work-based learning and looks at how it fits into the larger picture of career development by answering key questions such as (1) What does the legislation require? (2) What does work-based learning look like? and (3) Are there new roles and responsibilities associated with work-based learning programs? The 15-minute video defines work-based learning and illustrates how it can be delivered through (1) a planned and structured program of job training and work experience, (2) job-shadowing experiences, (3) workplace mentoring, and (4) broad instruction in a variety of elements of an industry. This book and video set is intended to help parents, students, teachers, and employers understand and get a firsthand look at work-based education.

FORMAT: Book, 20 pp.; Video, 15 min.; $89

EDUCATIONAL AND BUSINESS ORGANIZATIONS

National Organizations

Academy for Educational Development
Suite 900
1875 Connecticut Avenue, NW
Washington, DC 20009
(202) 884-8186

Agency for Instructional Technology (AIT)
Box A
Bloomington, IN 47402
(800) 457-4509

American College Testing (ACT)
2201 N. Dodge Street
Iowa City, IA 52243-1000
(319) 337-1379

American Federation of Teachers (AFT)
555 New Jersey Avenue, NW
Washington, DC 20001
(202) 879-4434

American Society for Training and Development
Box 1443
1640 King Street
Alexandria, VA 22313
(703) 683-8100

American Vocational Association
1410 King Street
Alexandria, VA 22314
(703) 683-3111

American Youth Policy Forum
Suite 301
1001 Connecticut Avenue, NW
Washington, DC 20036-5541
(202) 775-9731

Center for Applied Academics
Northwest Regional Educational Laboratory
Suite 500
101 SW Main St.
Portland, OR 97204
(503) 275-9597 or (800) 547-6339, ext. 597

Center for Occupational Research and Development (CORD)
601-C Lake Air Drive
Waco, TX 76710
(817) 772-8756

Center for Workforce Preparation and Quality Education
U.S. Chamber of Commerce
1615 H Street, NW
Washington, DC 20062
(202) 463-5525

Center on Education and Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, OH 43210
(800) 848-4815

Center on Education and Work
School of Education
University of Wisconsin-Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706-1796
(608) 263-3696

Cornell Youth and Work Program
College of Human Ecology
HDFS MVR Hall
Cornell University
Ithaca, NY 14853-4401
(607) 285-8394

Council for Basic Education
Suite 900
1319 F Street, NW
Washington, DC 20004-1152
(202) 347-4171

The Council for Educational Development and Research
1201 Sixteenth Street, NW
Washington, DC 20036
(202) 223-1593

ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(800) 848-4815

ERIC Clearinghouse on Urban Education (ERIC/CUE)
Box 40
Teachers College
Columbia University
New York, NY 10027
(212) 678-3433

Institute on Education and the Economy
Box 174
Teachers College
Columbia University
New York, NY 10027
(212) 678-3091

Institute on Education and Training
RAND
1700 Main Street
P.O. Box 2138
Santa Monica, CA 90407-2138
(310) 393-0411

Jobs for the Future
One Bowdoin Square
Boston, MA 02114
(617) 742-5995

Manpower Development Research Corporation (MDRC)
Three Park Avenue
New York, NY 10016
(212) 532-3200

National Alliance of Business (NAB)
Suite 700
1201 New York Avenue, NW
Washington, DC 2005-3917
(202) 289-2888

National Association for Industry-Education Cooperation
235 Hendricks Boulevard
Buffalo, NY 14226-3304
(716) 834-7047

National Association of Partners in Education
Suite 200
601 Wythe Street
Alexandria, VA 22314
(703) 836-4880

National Association of State Directors of Vocational Technical Education
Suite 830
444 N. Capitol Street
Washington, DC 20001
(202) 328-0216

National Career Development Association (NCDA)
5999 Stevenson Avenue
Alexandria, VA 22304-3300
(800) 545-2333, ext. 309

National Center for Research in Vocational Education
University of California at Berkeley
Suite 1250
2150 Shattuck Avenue
Berkeley, CA 94720-1674
(800) 762-4093

National Center on the Educational Quality of the Workforce (EQW)
University of Pennsylvania
4200 Pine Street, 5A
Philadelphia, PA 19104-4090

National Center on Education and the Economy
Suite 500
39 State Street
Rochester, NY 14614
(716) 546-7620

National Council of La Raza (NCLR)
Suite 1000
1111 Nineteenth Street, NW
Washington, DC 20036
(202) 785-1670

National Education Association (NEA)
1201 Sixteenth Street, NW
Washington, DC 20036
(202) 822-7727

National Employer Leadership Council
Suite 310
1001 Connecticut Avenue, NW
Washington, DC 20036
(202) 822-8027

National Governors Association
Suite 250
444 N. Capitol Street
Washington, DC 20001
(202) 624-5300

National Information Center for Children and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013
(800) 695-0285

National Institute for Work and Learning (NIWL)
Suite 400
1255 Twenty-third Street, NW
Washington, DC 20002
(202) 862-8845

National Occupational Information Coordinating Committee (NOICC)
Suite 156
2100 M Street, NW
Washington, DC 20037
(202) 653-5665

National Parent and Teacher Association (PTA)
700 N. Rush Street
Chicago, IL 60611
(312) 670-6782

National School-to-Work Learning and Information Center
Room 210
400 Virginia Avenue
Washington, DC 20024
(800) 251-7236

National Youth Employment Coalition
Room 1111
1501 Broadway
New York, NY 10036
(212) 840-1834

Southeast Curriculum Coordination Center
Mississippi State University
P.O. Drawer DX
Mississippi State, MS 39762
(601) 325-2510

U.S. Department of Education
Office of Research/Office of Educational Research and Improvement
555 New Jersey Avenue, NW
Washington, DC 20208
(202) 219-2243

U.S. Department of Education
Office of Vocational and Technical Education
400 Maryland Avenue, SW
Washington, DC 20202-7100
(202) 732-2441

U.S. Department of Labor
Employment and Training Administration
Office of Work-Based Learning
Room N5626
200 Constitution Avenue, NW
Washington, DC 20210
(202) 523-0281

U.S. Department of Labor
Secretary's Commission on Achieving Necessary Skills
Room C2318
200 Constitution Avenue, NW
Washington, DC 20210
(202) 523-0281

Florida Organizations

Associated Industries of Florida (AIF)
516 N. Adams Street
Tallahassee, FL 32301
(850) 224-7173

Florida Department of Labor and Employment Security
Division of Jobs and Benefits
Atkins Building
1320 Executive Center Drive
Tallahassee, FL 32399-0667
(850) 488-7228

Florida Education and Training Placement Information Program (FETPIP)
Florida Department of Education
119 Collins Building
107 W. Gaines Street
Tallahassee, FL 32399
(850) 487-0900

Florida Labor and Occupational Information System (FLOIS)
Florida Department of Labor and Employment Security
200 Hartman Building
2012 Capital Circle, SE
Tallahassee, FL 32399-2151
(850) 488-1048

Florida School-to-Work Clearinghouse
Educational Services Program
Florida State University
251 Sliger Building
2035 E. Dirac Drive @ Innovation Park
Tallahassee, FL 32310-3081
(850) 644-5549 or (800) 428-1194
Fax (904) 644-8257

School-to-Work Joint Services
Division of Applied Technology, Adult, and Community Education
Florida Department of Education
Room 754
Florida Education Center
Tallahassee, FL 32399-0400
(850) 488-7394

Other States' Organizations

Kentucky Office of School-to-Work
Berry Hill Annex
700 Louisville Road
Frankfort, KY 40601
(800) 575-0622 or (502) 564-5901

North Carolina Department of Education
Vocational and Technical Education Services
301 N. Wilmington Street
Raleigh, NC 27601-2825
(919) 715-1624

Office of School-to-Work Initiatives
New Jersey Department of Education
CN 500
Trenton, NJ 08625
(609) 384-7016

Oklahoma School-to-Work System
School-to-Work Office
1500 W. Seventh Avenue
Stillwater, OK 74074-4364
(405) 743-5447

Partnership for Academic and Career Education (PACE)
Tri-County Technical College
P.O. Box 587
Highway 76
Pendleton, SC 29670
(800) 646-8361

Rochester City District
School-to-Work Transition
131 W. Broad Street
Rochester, NY 14614
(716) 262-8389

South Carolina Department of Education
Division of Collaboration
Occupational Education
1429 Senate Street
Columbia, SC 29201
(803) 734-8410

Southern Regional Education Board (SREB)
State Vocational Education Consortium
592 Tenth Street
Atlanta, GA 30318-5790
(404) 875-9211

Wisconsin School-to-Work
Department of Industry, Labor, and Human Relations
Room 428
201 E. Washington Avenue
Madison, WI 53702
(608) 266-7903

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